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ABSTRACT

Effective strategies for developing the affective work competencies of marketing education students include teaching procedures, acquisition of skills and materials for teaching in the affective domain, and implementation considerations. Affective concerns in marketing can be grouped into three broad types of performance categories--self-concept, human relations skills, and work attitudes. Techniques for self-concept development include opportunities to overcome feared situations, goal setting techniques, positive affirmations, and positive social reinforcement. Procedures for developing human relations skills are role playing, behavior modeling, and coaching. Procedures for developing work attitudes include self-evaluation, discrimination activities, controlled practice, and experiential opportunities. Teacher coordinators who need to acquire the skills and materials to assist student development in the affective domain can acquire them through independent efforts, ranging from personal research and experimentation to participation in commercial self-improvement programs. Successful implementation of the affective curriculum requires that instruction be designed with specific outcomes in mind. Key factors include the following: (1) developmental activities should be spread throughout the program; (2) the teacher coordinator's attitude toward the affective domain is most critical; and (3) evaluation of progress should be measured by observations in the workplace. (22 resources and references) (YLB)

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Strategies for Developing the Affective Work Competencies of Marketing Education Students

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> Critical feedback from the business community regarding the competency development of young workers invariably dwells on the area of the affective domain; yet research studies indicate that the instructional program consists almost entirely of teaching marketing functions--"the steps of a sale", the "how to's" of performing tasks with little, if any, time spent in the area of career development in preparation for the broad field of marketing--the affective domain area...(13).

Since this observation by Kenneth Rowe over a decade ago there has been little change in the way we prepare students for careers in marketing--except an increased emphasis on the cognitive and psychomotor domains brought about by the heightened visability of technology. While no one will dispute the importance of technology in our society, recent studies (2) confirm that, in marketing, capabilities in the affective domain continue to be viewed as the most essential by potential employers.

The need to prepare students in the affective domain is recognized in every major marketing education curriculum model and some efforts have been made to provide for instruction in the affective domain (10). Nearly all of these attempts, however, have resulted in cognitive-oriented manuals and materials rather than methods which facilitate the development of affective responses. A major reason that marketing educators--as well as

other vocational educators--have not ventured beyond cognitive approaches is that they do not feel equipped to provide learning experience in the affective domain (6).

The purpose of this article is to identify effective strategies for developing the affective work competencies of marketing education students. These strategies include teaching procedures, acquisition of skills and materials for teaching in the affective domain, and implementation considerations.

Teaching procedures in the affective domain should be selected on the same basis as teaching procedures in the cognitive and psychomotor domains. They should be selected on the basis of their relevance to the type of performance to be developed (9).

While there are many specific affective concerns in marketing, they can be grouped into three broad types of performance categories--self concept, human relations skills, and work attitudes. Self-concept, self-esteem, or self-image is directly manifested in the work setting in terms of confidence and is generally the foundation for success in other affective areas. Human relations skills calls for consideration, attentiveness, and fairness in dealing with supervisors, employees, co-workers, or customers. Work attitude includes concern, willingness, loyalty, dependability, reliability, cooperation, productivity, honesty, responsibility, values, initiative, independent work habits, and enthusiasm regarding the job or company.

Procedures for Developing Self-Concept

The most effective techniques to bring about self-concept development involve providing the student with opportunities to successfully overcome feared situations. Mini-public speaking experiences, with a focus on positive aspects of the results have, for many years, been used by private sector self-improvement courses to attain this end. A series of such experiences is readily adaptable to the marketing education program. Outside interview assignments which take the student into the business community can also provide an opportunity for successful results under anxious circumstances.

Goal setting techniques can supply marketing education students with a mechanism for planning which, in turn, can lead to self-concept development. In addition to giving the student a sense of purpose, the goal setting process involves breaking large goals into smaller attainable objectives. Achievement of small scale objectives provides the self-concept foundation necessary for larger undertakings (3).

Many single session in and out of class activities have been developed which can be adapted (5) or directly applied in the marketing education program. Some of these activities such as listening to motivational speakers and cassette tapes, or reading inspirational materials, are <u>triggering</u> activities which cause the student to be aware of the importance of self-concept and at the same time motivate and set the stage for conscientious efforts to develop in that area. Other stand alone activities

like positive imaging (e.g., writing your own success story); inventorying of strengths and personality assets; enumerating one's past successes; group activities designed to recognize and acclaim the positive characteristics of group members (e.g., creating advertisements or developing awards featuring group member's strengths); and dress up days all have the effect of image building. When used independently, these single session activities may have only a minimal or temporary impact. However, when linked and/or used with other on-going activities they can make a useful contribution to the development of the marketing education student's self-concept.

Positive affirmations can be used as a single session activity or taught to marketing education students to use on an on-going basis. These positive affirmations, or reprogramming statements, are positive statements made repeatedly by the student to develop the habit of viewing himself or herself positively and to crowd out negative thoughts (11). A variation of this technique is the process of the teacher coordinator supplying generic positive statements (thoughts-for-the-day) to the class on a daily basis.

Another on-going approach to the development of self-concept is the use of positive social reinforcement techniques by the teacher coordinator. Social reinforcers include attention (i.e., looking at, answering, nodding, etc.) smiling, and verbal statements. To be an effective tool in improving self-concept it

is critical that positive reinforcement be both timely (14) and genuine (1).

Two existing components of marketing education programs--the cooperative method and vocational student organization--have on occasion received credit for facilitating student self-concept development. The mere presence of these methods in a program does not, however, guarantee development in the area. To contribute, a cooperative placement must represent an opportunity for real achievement in relation to the student's capabilities and an environment in which positive feedback can be realized. Successful participation in DECA competitive events can be a factor in the self-concept growth of a fortunate few. The greatest opportunity for growth via DECA activities, though, rests in the potential contained in the Merit Awards Program and carefully designed chapter service activities (i.e., helping those who are in need).

Procedures for Developing Human Relations Skills

Acquisition of effective human relations skills requires the application of interpersonal principles which have proven successful over time. Consequently, the initial steps in developing these skills call for development of a cognitive base of appropriate interpersonal behaviors. Repetition of the principles and visualization of applications through examples, cases, skits, and video demonstrations can provide such a base.

Knowledge of appropriate procedures alone, however, does not translate into human relations skills. Development of effective

interpersonal performance requires practice in interpersonal settings. In the classroom, role plays give the most effective approximation of actual situations. Through the use of experiential assignments which require application of principles in pre-determined or calculated situations at the training station, in the business community, or at DECA events it is possible to move beyond the artificial environment and into the real world. An extension of this technique is to assign students to apply human relations principles in business and social situations, as the opportunity arises, with the requirement that they report back on the results.

A technique which incorporates steps at each level of interpersonal development is behavior modeling. This approach involves live modeling of the desired behavior by the teacher coordinator and is followed by behavior rehersal (role play, simulation), social reinforcement by participants, and activities to foster transfer or generalization to real-life situations(8).

Conflicts and potential conflicts which arise in each of the marketing education delivery settings can be capitalized on to facilitate human relations skills development through the use of the coaching technique (see Orth, Wilkinson & Benfari (12) for procedures). As an outgrowth of program activities, the teacher coordinator also has frequent opportunities, through the practice of appropriate interpersonal skills, to reinforce human relations principles and to teach by example.

Procedures for Developing Work Attitudes

Attitude development also requires a cognitive foundation. The first step in establishing this foundation, the identification of those attitudes which are of major concern in the workplace, can be readily accomplished through the use of a work attitude self evaluation at the beginning of the term. (Employee rating scales used for coop and school store evaluation typically include these work attitudes as well as human relations skills.)

After initial identification, differences in work attitudes dictate that they each be addressed separately. However, commonalities in the nature of attitudes permit the use of common techniques to facilitate their development. Accordingly, completion of the second step in the foundation calls for case studies, critical incident method, inquiry training model, selected values clarification techniques, or any other method which will enable marketing education students to discriminate between appropriate and inappropriate attitudes.

Just as knowing the principles of human relations skills does not insure application, though, being able to discriminate between appropriate and inappropriate attitudes in the work setting does not insure adoption of suitable work attitudes. Attitudes must be practiced to develop.

The transition from knowledge to implementation can be facilitated by teaching students to employ the concept that in order to develop desirable attitudes, one must act as though they

have the attitudes. Opportunities for marketing education students to assume and practice newly formed attitudes exist in all components of the program.

In the classroom, chances for controlled practice will vary with the attitude being focused on. Strengthening of reliability and dependability, for example, can result from the employment and reinforcement of guidelines and expectations which simulate the work setting. Cooperation and other attitudes involving interaction can be enhanced through supervised group activities. Independent work habits can be improved by emphasis on, and positive feedback for, in class and homework assignment completion. Many other attitudes can be advanced through the use of the behavior modeling technique which incorporates both controlled practive (rehersal) and social reinforcement.

DECA activities also provide a forum for controlled practice and reinforcement. Many opportunities discussed in relation to the classroom have parallels in the vocational student organization. In addition, assignments related to chapter projects are especially useful for the supervised practice of responsibility.

In order to progress in any affective area, the most ideal situation for application and practice is the real world setting. Marketing education programs have available one component which closely approximates and one which meets this criteria for work attitudes. In addition to providing experiential opportunities for growth in attitudes, both the school store laboratory and the

cooperative method traditionally utilize a built in feedback system: the employer progress report. As noted earlier, these documents typically have a heavy focus on work attitudes as well as other affective concerns.

Efforts to "catch" and reinforce students exhibiting the desirable attitude, in all of the marketing education delivery settings, should be concentrated during and immediately following step two instruction (above) and controlled practice in an attitude. Application of all positive attitudes should be intermittently reinforced on an on-going basis (14).

As with human relations skills, adoption and integration of positive work attitudes by students can be expedited by both coaching and role modeling on the part of the coordinator. The potential for students to have benefit of these methods in their work attitude development should also be a major factor in the final selection of training stations and placement of students.

Acquiring the Skills and Materials to Facilitate Development

Many of the teaching techniques useful in assisting student development in the affective domain are in the repertoire of teacher coordinators. Those that are not can be acquired. Since few teacher preparation programs deal with techniques for the affective domain, acquisition may require independent efforts. Those efforts can range from personal research and

experimentation to participation in commercial self-improvement programs.

Where a cognitive base is required, those manuals and materials mentioned earlier can provide one type of content resource. In addition many excellent resources can be found in the popular self-improvement literature. And at least one program is on the market which includes suggested activities for the student as well as cassette tapes and printed materials. A list of selected resources, found at the end of this article, along with several references cited earlier, will provide the reader with a starting point for ideas and materials.

Implementing the Affective Curriculum

Successful implementation of the affective curriculum, however, goes beyond knowledge of techniques and available materials. Preparation and application of instruction in the affective domain demands a different approach and mind set than the cognitive and psychomotor domains.

Planning and organizing for affective outcomes entails a more pervasive plan of attack than the other domains and contingencies must be calculated to capitalize on life experiences. Significant affective development will not occur as a by-product. Therefore, although it is more difficult to measure, instruction in this domain must be designed with specific outcomes in mind and learning experiences must be a planned part of the total marketing education curriculum. At the

same time, plans must hitchhike on experiential components of the program both as they are scheduled and as they present themselves. As the discussion of techniques implies, the teacher coordinator must plan to be "on stage" and alert for teaching opportunities continually.

Sequencing in the affective domain also calls for somewhat different strategies than the other domains. In order for desirable affective behaviors to maintain they must be developed over time. One important sequencing consideration, therefore, is that developmental activities should, on a planned coordinated basis, be spread throughout the program. Secondly, units and sub-units which are scheduled intermittently must be close enough to build on previous successful experiences and at the same time spread out enough to allow habituation. A third sequencing consideration arises from the tenet that a healthy self-concept can provide the basis for success in human relations skills and work attitude and, conversely, successful interpersonal experiences and feedback from positive attitudes reinforce self-concept. The consequent consideration is that instruction in the three affective categories can be scheduled alternately and in some instances concurrently.

Most critical to successful implementation is the teacher coordinator's attitude toward the affective domain. Student acceptance and involvement in developmental activities is highly dependent on the teacher coordinator's attitude. Since development takes place over time, that attitude often must be

maintained in the absence of clear feedback regarding the effectiveness of the teacher coordinator's efforts. Also crucial to effective implementation is the teacher coordinator's approach to instruction in this domain. Because affective growth occurs primarily as a result of learner-centered activities, the teacher coordinator must approach instruction in terms of assisting or facilitating the development of marketing education students rather than "teaching to" them.

Evaluation of progress in the development of affective work competencies must also be dealt with in different terms than evaluation in the other domains. As noted earlier growth in this domain occurs over time, thus many affective behaviors, especially in the self concept category, will not manifest until after marketing education students have left the program. In addition, important affective outcomes for marketing education students relate to the work setting rather than the school setting. Accordingly, the teacher coordinator must look to observations made in the work environment, and reported on rating scales, for feedback regarding those affective competencies which exhibit growth within the time frame of the program. And, for other affective work competencies, he or she must rely on the knowledge that procedures such as those described in this article do, as private sector program results indicate, lead to development over time.

Conclusion

For many years employers (4) and others (7) concerned with the preparation of students for careers in marketing have been calling for an emphasis on the affective domain. While some work has been done in this area, its focus has been on knowing what behaviors are appropriate. Effective results in the affective domain require methods which enable students to develop useful affective behaviors as well as know about them.

Methods related to desired affective outcomes are identifiable and within the reach of teacher coordinators. Actual implementation of instruction in this domain, however, means that teacher coordinators must accept new ways of approaching and organizing instruction, take on new habits, and adopt positive attitudes toward instruction in the affective domain. Such initiatives must take place if marketing educators are to fully prepare students to perform effectively and succeed in marketing occupations.

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